

LD 5426  
5  
JB

# HIGH SCHOOLS IN LOUISIANA

— AND —

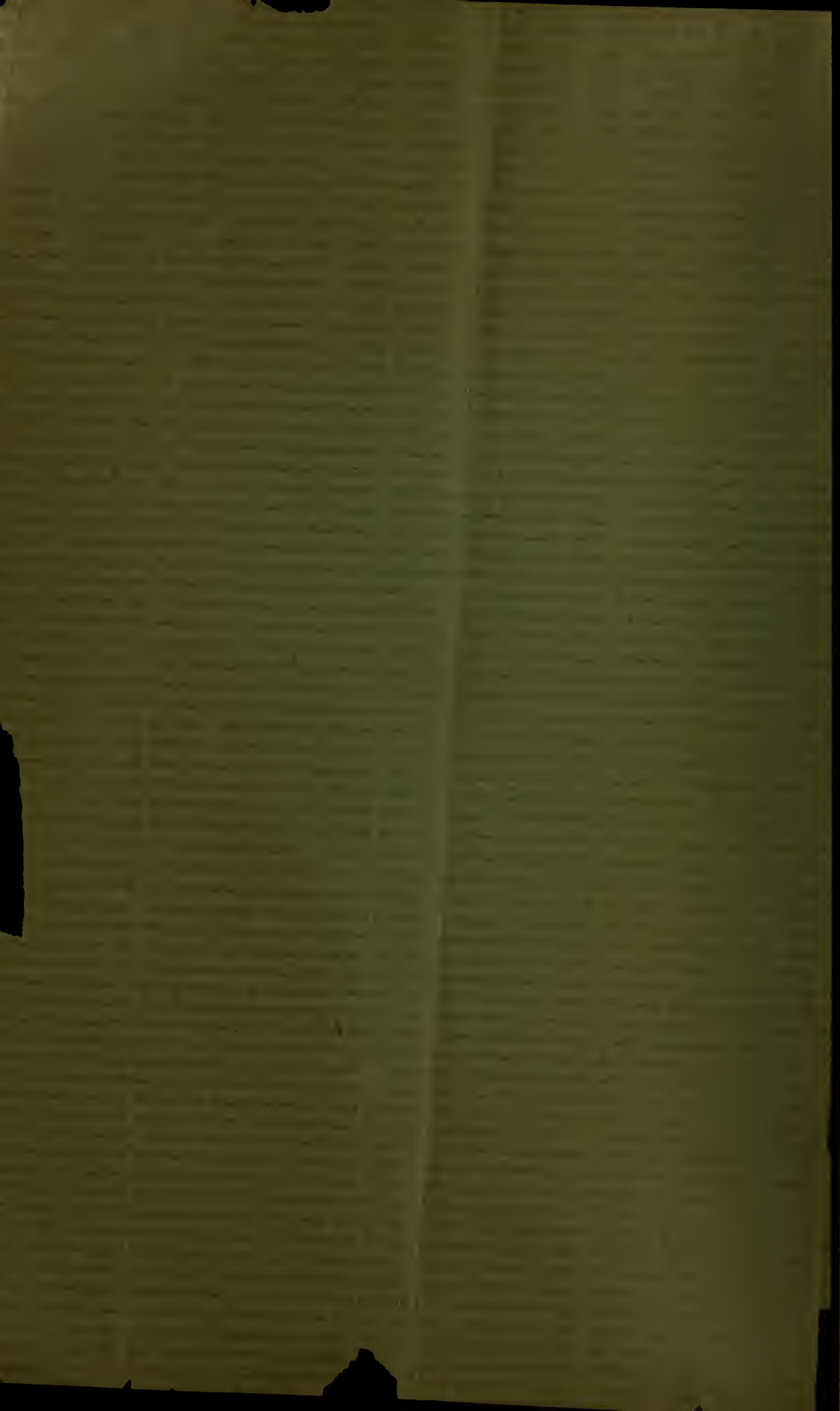
## TULANE UNIVERSITY.

WM. PRESTON JOHNSTON.

NEW ORLEANS.

L. GRAHAM & SON, PRINTERS.

1893.



# HIGH SCHOOLS IN LOUISIANA

— AND —



## TULANE UNIVERSITY.

---

WM. PRESTON JOHNSTON.

---

NEW ORLEANS:  
L. GRAHAM & SON, PRINTERS.  
1893.

h. 15426

15

J 8

0211937

# THE DEMAND FOR HIGH SCHOOLS IN LOUISIANA.

---

ADDRESS OF

PRESIDENT WM. PRESTON JOHNSTON,

TO THE

CONVENTION OF PARISH SUPERINTENDENTS, AT LAKE CHARLES,  
LOUISIANA, WEDNESDAY, JUNE 28, 1893.

---

GENTLEMEN—The invitation from the State Superintendent of Public Education to address you on “The Demand for more High Schools in Louisiana” met an immediate response in my breast. It is a subject that has been near my heart for the last thirteen years, and I have awaited anxiously the hour when the public mind could be aroused to a sense of its exceeding importance. Indeed, next to the establishment of a great central university, diffusing light and knowledge and stimulating intellectual activity in every department of life, a general system of Public High Schools seems to me of paramount importance to the interests of education in this commonwealth. Without criticising the benevolent intention and the excellent results of the magnificent endowment of Mr. Peabody for public schools, I have often thought that its achievements would have been still more fruitful and inspiring if its large expenditures had been concentrated upon a certain number of Graded High Schools or Academies, centres of light, so that in each State there might have arisen seven golden candlesticks, as it were, shining with the splendor of eternal truth and guiding the feet of the young in the ascending pathways of knowledge. Without the High School we have no bridge or causeway across the chasm between the lowlands of the Primary Schools and the heights of Collegiate edu-



cation. That such a connecting link is necessary is readily demonstrable, if we attach any value to the Higher Education.

Without going into details it may be said that all education that prepares for active life can be graded into Primary, Secondary, Collegiate and University education, the last including professional studies. These grades rest upon each other in regular sequence, and any attempt to evade or skip this natural succession is surely punished by an imperfect and fragmentary preparation, which shows itself in weakness somewhere in later life. The house must be built upon a rock or it will not stand. Education must rest upon a solid basis of thorough preparation, of early discipline, of a continuous advance, or it will lack that essential something which makes the all-round man so formidable to every opponent.

The Primary School is for all the people. It teaches what no one can do without and yet be up to the full measure of citizenship. To know how to read, to write, to count, to calculate; to have at least a glimmering of the great world we live in and of the human family that inhabits it; this much, at least, society owes to every human being that it intends to hold responsible and expects to be useful. Even among the stolid Orientals we find this much knowledge conceded as a necessity, and much of it generally diffused among all classes. But upon those subject masses there is no demand except for obedience, while with us society continually calls upon its humblest members for the performance of duties that require much information that comes from instruction and a sound discretion that is the result of training only. But I am not here to argue for general education before this intelligent body committed to its service.

It is the demand for High Schools—the need of this secondary grade of education—that I am now advocating. And in this cause, too, I may presume that my audience is generally in sympathy with my views; but, as it is almost a new feature in Louisiana, the discussion of it may not be unprofitable. And the first point that arises is, why should there be Public High Schools at all? Why should not public education stop

at the close of the primary grade; or if it is to go on, why should the people concern themselves with the question? Why not leave it to parents? Why not leave it to private benevolence or private enterprise? I think I might claim that all these questions are already practically settled as facts in American polity by the sure, the inevitable trend of public opinion. They have been argued before that high tribunal for half a century, and may now be considered *res adjudicata*. Other commonwealths have repeatedly gone over the ground; and, in the end, it always turns out the same way. The decision is in favor of giving every child a chance to develop all that is in him. The graded High School is everywhere built upon the broader basis of the primary schools, and has become an important part in the school system of every progressive State in the land. If the weight of authority counts for anything this consensus of opinion among American educators and legislators should have settled the question of the need of High Schools.

The same evolution has been going on for nearly a century in Europe. In Germany it has proceeded slowly, as one might expect among a slow-going, but sound thinking, people; yet thoroughly, so that educated men abound there, and Germany supplies other countries with both thinkers and leaders in business. Even in conservative England the great battle has been virtually won, and no one doubts now that free general education will soon be granted to the whole people. England has, however, always recognized the benefits of higher education, and her secondary schools are of ancient date. But it is in France that the most wonderful awakening has taken place. Imperialism was a nostrum to delude the people into the belief that despotism and democracy are one. Its essence was the right to declare by universal suffrage, not who should be ruler, but that the incumbent was master by right. It was a fraud and had to perish. But while it lasted, it juggled with education as with everything else, and left it rotten and mouldering in France. France was overthrown by Germany in a titanic struggle. To what was the victory due? Everybody

saw that the superior education of Germany was at the bottom of it. Von Stein, the great statesman of education, had organized victory; and sixty years later Bismarck and Von Moltke achieved it. All France saw, with the lightning intuition of that great people, that a nation must be educated from the bottom up, as the only sure way to make it great and powerful; and so France adopted a system the most radical and far-reaching ever yet attempted. The republic had the courage of its convictions, and, with the exhaustive and unerring logic of the Gallic mind, established a system of education, the freest and the most searching, systematic, thorough and complete among civilized nations. But where was the money to come from for such a work? When you are bound to have a thing you are apt to get it. Taxation till the mossbacks groaned and sweated, debt till the eyes of financiers stretched with wonder; but the work went on. A generation has passed; a new France has been born; the republic is stronger than ever before. France is richer and more powerful and no man sees the end, but it certainly has a hopeful outlook for the French people and the human race. Now in that French system the High School and the College are considered as much a part of what the State owes to its children as the Primary Schools. Nothing in the way of free education is too good for the child of France; and so it should be here.

But we need no appeal to authority, to precedents in other States or other nations. Our whole theory of government, with the application to it of the law of common sense, justifies the High School as part of our public school system; indeed, requires it. Persons are not wanting, it is true, who, while admitting that the State owes the rudiments of an education to every individual, still claim that it owes no more and ought to give no more. I have given you the answer of the civilized world to this proposition, but we may as well look at it from our own point of view. Why do we owe any child anything? Society, represented by the organized State, owes the child an education, not on the broad, philanthropic ground that it is a child, but because it is a child of the State. It belongs not



only to its parents, but also to the State into which it is born and of which it is a member. It can not disengage itself from these obligations while it continues in the State. Nor can the totality of society, the State, free itself from its whole responsibility to that child.

Nobody doubts the duty of parents to their child. It is also generally conceded that every one should strive to fit himself for the best work he is capable of in the world, and do it. That seems to be the plain meaning of the parable of the ten talents. But it seems clear that parents can not owe a less care to the development of their children than to culture of themselves. If existence is to be a blessing instead of a curse, it must come from a growing, not a stunted, nature. But the case is even stronger, in some aspects, with the State than with the family; for the family may dissolve into its individual components and form new combinations, father and son governing each his own household. Abraham and Lot separated and yet lived in peace. But when a child is born, it is at once a member of the body politic, as much as your hand is a part of your body, and it must be cherished to usefulness and honor, or cut off and cast out, to the maiming of the whole body. By all means then train the child to do its full part as a useful member of the State.

But if we look at the question, not merely as Christians and gentlemen, from the point of view of duty, but as political economists from the side of self-interest only, we must see that it is profitable to the State to teach the young all they are willing to learn. There is an old aphorism that knowledge is power. Of course, it is power. It is power for good, or for evil, as the case may be. Those who assume that moral elevation necessarily follows acquired information err, as we all know. Give an Indian a gun and teach him how to shoot it, and you simply make him a more dangerous enemy, though not a worse man. He merely has more power. Now if you can train his heart and mind not to use it for murder, he becomes a better, as well as a stronger man. You can not have failed to notice how modern mechanical skill has multi-

plied the agencies of destruction, poisons, gunpowder, dynamite, etc. But crime has not measurably increased; or, if it has, it is not from that cause, but from the immunity accorded evil doers. We can not limit the knowledge of evil or the power of evil to do its wicked work, except in one way, and that is by training the minds of our youth in the knowledge of good and their wills in the power of good to overcome evil. Thus comes Wisdom, which is the fear of God; and education is the appointed means. The best police force ever devised is a healthy, resolute, moral public opinion; a sentiment and a determination to have good laws and to execute them; and this comes through the enlightenment afforded by general education. A public opinion that is truly moral and executes the statutes that embody it would virtually extirpate crime. It would make the life of the community like the life of a good man, which is conformed to the law of God, not because he fears, but because he loves that law. A community educated in virtue and knowledge could thus afford to be a law unto itself. It would need no courts, no police, no jails. It would save money, and what is better than money. But that would be the millennium. We shall not see it. No, we shall not see it. But we can start for so good a goal. And the first thing to do is to put up a school house, and the next thing to do is to put up another school house. And when we have a group of these which have taught the children what they ought and can teach them, we should have a High School that will teach all who wish it something more. It is this "something more" that counts.

But how much attention and care does society owe the child? Why is not that Primary School enough? If we were told that parents owed it, as a duty to their children, to teach them to crawl, but not to walk, we would smile at the absurdity. If we were told that they owed it to their children to keep them from starvation, but not to nourish their bodies to the full fruition of physical well being, we would see the fallacy. But when we are told that the State should teach its citizens just enough to lift them above the level of barbarism, but not

enough to compete in the race of civilization, we listen placidly to such false philosophy. What we should do, and I lay down the proposition broadly and boldly, is, in our system of public education, to afford every boy and girl the opportunity of developing every intellectual faculty to its highest point of efficiency. DeTocqueville, more than half a century ago, said: "A middling standard is fixed in America for human knowledge," thus pointing out that in the United States there was danger that a generally diffused, unaspiring education would lead to a deadening mediocrity. Primary education hardly rises as high as the dull, dead waste of mediocrity, which is not consonant with a high civilization, but it lifts the general level and makes possible still higher attainments. No true American will rest content with mere mediocrity as the destiny of his family or his country. To be the best should be his aim. Even the High School, in itself, only rises above the plain as a range of undulating uplands looks down upon the far stretching prairie flats. If we would command the horizon from mountain heights, we must journey onward and upward along those rugged pathways of knowledge that the experience of centuries has traced for the learner. It is from these pilgrims—mountain climbers—that come the gifts of trained intelligence to their fellow men. There can be no progress without great intelligence in the leaders of a people; its statesmen, warriors, thinkers, teachers, jurists, mechanics and merchants. The glimmer of untrained platitudinous dullness, like the phosphorescent wave of the sea, can not light the way of a nation to progress and honor. But genius, exalted by the lessons of patriotism and educated to its fullest powers, stands, like the stars in the firmament, as an unfailing guide. Light comes from above. Every nation has seen this; and hence the university, not the common school, has been the starting point in education. But the common school is the logical evolution of the university. Still, this common school, if its throb were felt in every household, would achieve little for a people, unless they aspired to something better. Look at those sects, like



the Shakers, who despise worldly knowledge ; good, moral industrious, thrifty, yet living lives utterly monotonous and futile. Imagine a Shaker poet or orator ! The State can not rest upon a diffused protoplasm of rudimentary information in the people. Into this mass must penetrate vivid thought that it may blossom and bear fruit in higher intelligence, thoughtful men and women. We can not build on a quagmire, a *prairie tremblante* ; we must build upon the solid rock of sound knowledge. We must have a good foundation on which intellectual strength and aspiration can rear a structure of useful citizenship. This we get in a system in which higher education rests on general education—the pedagogic pyramid.

When we think what science is doing for the well being of man we can only wonder that there is not a more general effort to master it in some of its branches. The College pays ; the High School pays. Suppose we had to-day a High School in every parish, nearly sixty in all, that cost annually \$5000 each, a total, say, of \$300,000 a year, and out of the six or eight thousand pupils, one youth of genius should receive the inspiration, the divine impulse, to look below the surface of things and should discover a method that would save a quarter of a cent per pound in the manufacture of sugar, then his work would pay back every year more than four times the cost of every one of these High Schools. Or let us suppose him to become an engineer ; then his skill rightly applied at the proper moment may prevent or arrest a dangerous crevasse and a destructive overflow. Our educated young men are now doing just such work as this every day. When a great bridge is thrown across the mighty Mississippi to carry enormous railway trains, we see the significance of scientific engineering ; but there is not a train that hurtles through the silence of the night on which educated skill has not lavished its accumulated treasures. But from the narrow confines of the High School may issue not only the men who mark the material progress of the age with monuments of granite and iron, or who curb the torrent or harness the lightning, but those also who transcend time and space on the wings



of the spirit, breathe immortal words or receive the inspiration to deeds that will never die.

I could stand here all day and illustrate to you that education pays; but why should I weary you with these things? They simply mean that every time the State properly educates a youth it renders him a more efficient factor in its scheme of civilization, and makes possible the enfranchisement of a human soul for its best work. And this can only be effected by the Higher Education, to be gotten somehow. This is obtained most surely and cheaply and easily through the High School and the College, though not alone thus; but, at all events, it should be obtained. The High School pays. Hence, in whatsoever light we look at it, the State should have its High Schools.

We are sometimes told we should educate only those boys in the High School who are fitted for it by position; a euphemism which means those who can pay for it. But that is not the true test. We owe respect to thrifty men who take care of number one and can pay their way; but the Creator does not give them everything, and their children are not necessarily the brightest, nor do they always become the best citizens. We need not trouble ourselves about these. They can take care of themselves. They should pay their taxes, and their children should have as fair a chance as anybody's; but as the lightning strikes where least expected, so the gift of extraordinary intelligence descends, not where man arranges for it, but where God wills. Hence it is from among the many, not from among the few, that the immortals spring. In all France, with its traditions of centuries and its swarming millions, there was no Napoleon; but from a barren rock in the sea he strode to imperial heights. Who could have predicted Lincoln or Jefferson Davis? Who can now say what subtle brain will solve the next great problem of light, or electricity, or aerial navigation? Provide for all, and you can make no mistake. The thousands who accomplish little will be more than counter-balanced and paid for by the few who achieve great things.

The High School raises the ideal of the Primary Schools,

so that where you have the best High Schools you find teachers and children in the Primary Schools stirred to a fuller sense of the value of education and most anxious to attain it. If then it helps all the youth of the State, and greatly profits a limited number, who become the advance guard of progress, and if it pays the State in better citizenship and increased economic production, it behooves the State to see that all its sons and daughters have all the education they will accept.

But if society owes to its members the completest development possible to them and is rewarded in proportion to its fulfilment of this duty, and if the State is to perform this function through its public schools, primary and secondary, and, when not otherwise provided, through colleges and universities, the practical question arises in what manner shall it most effectively carry out such a system of public education. But in the answer to this question is involved the entire subject of the relative value of centralization and local self-government.

Primarily the state represents organized society. It is the sole autonomous political unit. In it is reposed the supreme power, the right and responsibility of action that springs from conscious social volition. This we denominate sovereignty. The expression of this volition, of the sovereignty, must be through human agencies, which, in their interaction, constitute the form of government. In our American system, the supreme will of the State prescribes for the officials administering the government fixed limitations of power which are contained in the organic law. This organic law is set forth in the Constitution of the State and of the Constitution of the United States. The theory of a democratic republic rejects the idea of irresponsible power lodged anywhere, and goes further and retains in the hands of the people, of the commune, the parish, the school district, as reserved rights, all the functions of administration that can be so retained without manifest detriment to the general welfare. Home rule, local option as to all local questions, self-government of each community is theoretically and practically the moving, vital principle of American democracy. You must know that. In its larger form of State sov-

ereignty, some of you have fought and bled for it; all of you, I trust, believe in it.

If it is proposed, at any time, for the United States to exercise a doubtful power, all the country is alert as to the decision, and properly so. So, too, not only in questions of legal power, but of expediency, the burden of proof is on those who would claim for, or entrust to, the State government or any of its officials, powers, responsibilities, administrative functions, that can be exercised by local communities, by the parish, or the school district. The claim that a central power is more energetic and efficient is not really valid. For an emergency and spasmodically it may be so, but not for a system that reaches each individual in the community. In such a case the nervous force must spring from the real source of the social life, individual and local action. Of such a sort is the educational system, which crosses every threshold and feeds the flame on every family altar. Its administration is a reserved right of the people, of the community, who should not be absolved from exercising it. Its general features, of course, must be directed by the will of the whole people of the State, and this is represented in a central bureau and board; but the details of the system should be in the hands of the local authorities. I beg that you will pardon this seeming digression, but it is well sometimes to recur to the principles on which our action is founded, and this appears to me to be such an occasion.

Now then to come down to the practical question of how the public schools can best be maintained and rendered most efficient, it is to be considered whether it is advisable that the State shall tax its citizens and collect into the State treasury a sufficient fund to maintain the schools, and then through a central agency disburse this fund. If so, then logically it should also appoint the teachers and direct all the details from its central bureau. Such is, in effect, the continental scheme of European education; but, it is repugnant to our theory of government, and, though it may promote a greater temporary energy, yet in the long run it weakens the springs of self-government and relaxes the self-reliance and initiative vigor of a people.



The citizens of the locality must carry on the work of education for themselves; often badly without doubt, carelessly, blindly, ignorantly, inefficiently. But strength comes with doing and vision with seeing. They will do better and better, and you will find the schools improving, as they have been improving, until we can point to a system on a par with the best in the land. I am not willing to admit that we are behind the best communities in native intelligence or intrinsic worth, and if I do not claim that we are superior to many, it is because I am too polite to do so.

Some years ago when I was looking into this matter of public school education I found that Massachusetts, which, candidly speaking, we are bound to put in the forefront in educational work, collected and paid out for education through her State treasury \$150,000, while the local authorities expended on the public schools \$5,000,000; and that is about the proper proportion. Every community must work out its own salvation. The people must rely on themselves. The parish authorities must collect the lawful taxes and see to their proper expenditure. I am not going to quarrel with the inequalities of the present law. I know that much may be said on both sides, and the discussion is not particularly pertinent to my theme. But what I am now calling your attention to is that each parish must build up its own High School. Now, how are you going to do it?

First, you must resolve to have your High School. You must go to the men who are in the habit of doing the thinking and work of the parish. We all know that there are a great many men who think and work for themselves alone, and a few men who, for one reason and another, think and work a great deal for the community. Go to these. Let them start the movement. Let them put the wheels in motion and appeal to the people for help. There are many persons who will aid measures that they would never have begun. There is one class much interested in this who are not altogether the easiest people to reach. They are well-off citizens with children. But they are a very important element of success, especially in the



poorer communities. I have no special contention with those who send their children away from Louisiana to educate them, though in the long run they are nearly always compelled to regret it. It is a matter that rests in the responsibility of the parent, and if he uses the same care and discretion in the selection of a school for his children that he does in caring for a favorite horse, he will do better than most of his kind. But often, on very ill-considered advice, parents send their children at great expense to distant States to be taught by masters of whom they really know nothing. There they grow up without home ties, and most generally with most superficial instruction, under the nominal care of teachers who have small interest in them except for the wages received. Believe me, there is no supervision like the parental. There is no school of virtue and honor equal to the family hearth. There was never a schoolmaster whose heart so yearned over an erring child as a good father's. There never was a nurse with touch as tender in the hour of illness as the mother's hand. Keep your boys and girls at home, or within easy reach when that is not possible. The links of early love, of home affection, are soon broken; the young birds fly from the nest soon enough; the hearthstone is left lonely, and across the threshold there falls a shadow. Keep your young ones with you until character has grown robust. Your home has its traditions. Likely enough luxury has not dowered it, distinction has not drawn to it the admiring gaze of alien eyes, nothing has marked it for the applause of the world. But you know that God knows that a sturdy virtue dwells there, honesty and courage and family affection and neighborly kindness and trust in man and reverence for woman and many thoughts that sweeten life; and all these are constantly ascending, like winged messengers, to Him who sees and knows all things. My friends, you should realize that such a cottage home is a temple, and that the children brought up in it share in all its gracious gifts. Do not tear them from it for all the shallow veneering of distant boarding schools. It will be time enough for them to meet the world when they are men and women. When they reach years of discretion and

self-control they can be trusted at colleges and universities for further education.

You must, if possible, enlist for the establishment and support of your High School those who are best able to sustain it, and secure from them, if required, a special and extra contribution. But do not be discouraged if they hold back. The many can often achieve what the few will not dare attempt. You can make plain to the man with children that he can have a cheaper education for his children at his home academy than in a distant boarding school. Without counting the expense incident to a long journey and the return, the cost of a youth at school in the Middle States will average from \$400 to \$600, and in the Northeast from \$800 to \$1000. I am not talking about published statistics or exceptional cases, but how much the parent is out of pocket on an average. I warrant the average is not less than \$500. If you will investigate every case within your knowledge, you will find I am not mistaken. Now, I ask how many children sent out of the parish would at that rate pay for a first class home High School in the parish? If these parents would add this sum to their tax this State would blossom with such well directed benefaction. And yet children who go abroad bring back little of value they could not learn at home, if you would build up good High Schools in your towns and villages.

Mr. Paul Tulane told me that in the year 1818 he went from Nashville to Louisville to see the first steamboat arrive there. He was then a lad of 18. He said, "I was the first one who got across the gangway. I saw on board of her Creole planters from Louisiana taking their sons to Bardstown, Kentucky, to be educated, and I wondered why they did not have a college at home." You see, he was born in Princeton. And then he added: "When I went to Louisiana, I determined, if I was ever able, to give them a college."

But I am telling you how to go about getting High Schools, when there are many men in this assembly, who with their energy, business sagacity and local knowledge could get up a High School while I am talking about it. I am merely throwing out

hints. When it comes to putting them into actualities you will do it in the American way; that is, by availing yourselves of whatsoever means you have at hand and doing the best you can with these. Start your High School, bring to bear upon it the thought and aspiration of the community, and it will grow into its own proper shape, in accord with the life of the people from whom it springs.

There is one danger you will have to guard against, the danger of delay. There are those who will admit to you the benefits of the High School, and yet will add: "Oh, they will all come in good time—when there is a demand for them." There is a demand for them now, in the truest sense. The need of them is the real demand. In education supply must precede demand. The ignorant are like the color-blind. For them the unknown does not exist. Provide the means of education and enough pupils will seek it. Most of those who would profit by it will do so; and this is true of college education also. There will never be a greater need than now. We can not afford to wait. Our sister commonwealths are stripped for the race, and we must not be laggards in this glorious contest. Delay means losing the start and that means defeat. Besides, the children we are to look after are not that hypothetical class spoken of as "generations yet unborn." Let us take care of the children who are here now, and they will take care of "generations yet unborn."

There is one topic, possibly the most important of all, which I have not yet touched upon, and which, perhaps, should have been treated first of all, but there was no use talking about it unless you could get it. What sort of thing is this High School to be that ought to arise in each parish? In the first place it is a school that takes the child at 13 or 14 years of age, when it has finished understandingly the studies of the Primary School, and carries it on for several years more in higher studies adapted to its advancing age. The Primary School is to train and inform children; the High School is for budding youth. They are planned for different stages of growth. But one great law should govern both, and that is that they are



places for natural development, not hot beds, forcing houses, for precocious efflorescence and premature decay.

The period during which the High School has the pupil under its control is the most impressionable and formative of his life. Then he receives his bent, and, through conduct, crystallizes a character that may be modified but is rarely changed in after life. Home influences may enable him to resist injurious surroundings, but the environment will surely tell upon him as long as he lives. The elements of this environment are manifold; home, teacher and companions being the chief. You make the home, you may regulate measurably his company and you select the teacher. In the school house the teacher is most important. He gives, whether he would or not, impress and color to the character of all his pupils. You can not be too careful, then, in the man you select for teacher.

First of all then he should be a good man. The approaches of evil are most insidious. A defect in the teacher's character, like some fungoid blight or germ poison, often only reveals itself in the unconscious imitation of unfortunate pupils. A teacher may preach veracity, but if he does not practice it, he will have a schoolroom full of liars; and so of other vices. The young are not so prone to imitate the virtues of preceptors, but they do first admire, then aspire to, and finally strive to copy the pattern of a worthy example. You want a man of learning. Shallow knowledge and scant knowledge will not do. The man to be useful must be an educated man, a trained man. He must have fullness of knowledge too. It is useless to say that it is hard to find such men. It is hard to get them to live on starvation wages when other communities are bidding and begging for their services, but they can be had. He ought to have zeal also, ideals of scholarship, enthusiasm to sustain him in the drudgery of a trying career. This you need not expect if you engage some young man who is preparing for the bar, or the pulpit, or for medicine. If teaching is a mere bread and butter expedient, a stepping stone to something else, the teacher can not succeed. His heart is not in his task. Teaching ought to be the greatest thing in the



world to the teacher. Personally I have the highest respect for eloquent preachers and learned judges and skilful physicians, but in my secret heart I can not help feeling that I have chosen the better part, and that my vocation goes nearer to the core of the matter in this world's progress than any of them. Otherwise I would not be in it. And the earnest men of each of these professions think the same of their own; else they would be but bond servants to their calling, not the heirs of its adoption.

Lastly, your teacher must be a teacher. He must be more than a scholar and an enthusiast and even than a noble example. He must know his business. He must know how to teach. Be sure to ask not only what he knows of studies, but how he has learned to teach. Find out whether he has carefully studied the methods of successful teaching, or relies on main strength and awkwardness. It will be a great advantage to him if some practice and experience have given him an insight into human character, child character. The teacher makes the school, and if you secure a first rate man, competent in his profession, more than half your problem will be solved. Then treat him well. Keep him, dignify him, build him up, and your school will rise with him.

You want a good graded school; and it should have its double aspect, looking in one direction toward the early entrance on practical life by its pupils, in the other toward the higher and fuller development of the intellectual life in college and university. In either case, the chief fault I find in the studies of High Schools is that they try to teach too many branches of knowledge, and to go over too much ground in teaching them. The consequence is that the pupil enters college or active life with only a vague understanding of what he has been going over. It is a shame on any High School for its graduate to leave, writing a bad hand, spelling incorrectly, mumbling or spouting instead of reading intelligently and effectively, and bungling over simple arithmetic. Yet such is not uncommonly the case. These are Primary School studies, it is true, and it is assumed that the pupil knows them. It is part

of the business of the High School to verify this fact, to improve on it, and not to permit the pupil to forget what he has acquired. Still he must go forward; but his course should not gain speed at the expense of accuracy. Nothing is gained by it. The "Repetitio" of the early Jesuit teachers has a profound meaning in it. Standing on the same ground until it is thoroughly understood and returning to it again and again in review is an absolute necessity for permanent knowledge. The boy's mockery that places a book on top of his head, and says with solemn irony, "I understand it," or bores a hole through it, and peeping cries out, "I see through it," might teach the teacher. Thoroughness is the great lack of our schools, in spite of the time spent in them. And yet time is the most important element in this thoroughness. Parents ask in regard to precocious children, "Can not my child go through these books in such a time." Yes, and say good recitations and pass fair examinations, and forget all about them in half a year. Time is required to ripen the grain and to mature the peach, but it is foolishly believed that the planted thought will spring in a night to the fullness of fruition. It might, if you wished a mushroom or a toadstool, but not if you are looking for the harvest or vintage. It is impossible. What you wish with the child is to induce it to think, because thought brings forth an hundredfold and of the best, if rightly directed, and that takes time. Therefore, do not be impatient with your children or with their teachers.

We have published in our catalogue of Tulane University recommendations to teachers of High Schools for a course of studies and of the books to be used in them; and a similar one, with slight modifications, has been adopted by the Board of Education, in the excellence of which our faculty fully concur. But I should be glad to see the pupils of the High Schools kept four years instead of three, on these studies, that they might assimilate them into the very fibre of their thought.

I do not come here to-day to exploit or commend Tulane University to you, in either its College or Post Graduate departments. But we have claimed, and always sought, to make it

the crown and culmination of the public school system of the State, to which it belongs. We recognize our duty to the High Schools, in so far as we are not fettered by charter restrictions. I do not go into details, for extensive publicity has been given to our efforts at encouraging them. We are in process of discontinuing our own High School, in order to remove the mere suspicion of rivalry; we receive students from affiliated High Schools of recognized standing on their certificate of graduation, and we offer scholarships with free tuition and \$150 in money each to fourteen successful competitors in examinations for the Freshman class, distributed through the State and elsewhere. If other legitimate methods of aiding or encouraging the High Schools come to our notice, be sure we will cordially adopt them. All these details are, however, contained in pamphlets which are at your command.

And now, gentlemen, after this rather long and prosaic discourse, which I have aimed to make as practical as possible, before closing permit me to add a word on your own high and responsible duties. I have been flattered by several invitations falling about this time, but I felt that in the great warfare against ignorance the most vital objective point in these latter days of June, 1893, was here in the town of Lake Charles, before this body of parish superintendents. You are not captains of tens or hundreds, but of thousands. Your work is not to be measured by the humble frame-work of country school houses, or the more ambitious structure in the village, but by the seed you plant there. When you see the green blade peeping from the moist earth you can, in imagination, already behold the fields whitening with the full blown crops, and the fabrics of a million looms clothing the inhabitants of the earth with the product. So you can see in the beginnings of your school work a system widening, striking down into the hearts and minds of men, and rising higher in the sunlight of knowledge until all the land is aglow with its reflected splendor.

But you cry out, "Alas, who am I, to do this thing?" It is a cry that has risen from my own heart a thousand times. But Peter the Hermit, a barefoot monk, roused up all the

sleeping West to dare and die in the Crusades for the Holy Sepulchre. There was a truth at the bottom of his idea. The Moslem had put Christianity to the arbitrament of the sword, and unless Christians were willing to die for their faith it was not worth keeping. It is still marching on. One greater than Peter the Hermit, clad in camel's hair and feeding on locusts and wild honey, testified with his voice and with his blood to the truth of his mission. And the gospel of repentance is still a part of every living Christian creed. One thing you can bring into the service of the State and for the upbuilding of this great cause. It is the spirit of consecration. Without it, all labor is vain; with it, nothing is impossible. For it is like those inflammable gases that, mingling with the common air, make the whole mixture explosive. But on these lines I need not dwell; you have proven by your works how much you are in earnest. Let the good work go on. Let us see Louisiana all she should be, and if our toil can help her, we shall have our exceeding great reward. I thank you.



REPORT OF  
PRESIDENT WM. PRESTON JOHNSTON.  
COMMENCEMENT, JUNE 15, 1893.

---

*Mr. President, Administrators of Tulane University:*

LADIES AND GENTLEMEN—I have the honor to submit the following report for the session of 1892-93.

Last year closed under the shadow of a great sorrow in the death of our friend and co-laborer, Dr. T. G. Richardson. He had toiled as a teacher and as the Dean of the Medical Department, and had given without stint his valuable counsel as a trusted member of the Board; so that when he went from among us we all felt it as a personal loss. A noble memorial of him has arisen in the new Medical Building, and through it his name will be linked for the future with that medical instruction he did so much to advance and honor. It is not needful for me to add anything in regard to the Medical Department to what was said in the ample and elaborate report of its Dean, Dr. S. E. Chaillé, on its Commencement Day, except to congratulate the Board on the extension and improvement of the department and its great success.

When this session opened, our late President, General Randall L. Gibson, immediately came to New Orleans, bent on schemes for the development of the University. He earnestly impressed upon me that his time was short, his days numbered, and that he had hastened back to bring up arrears of work too long delayed and to carry out plans for that development of a great university which had been shaping in his mind since the first inception of the institution. To him, Mr. Tulane had chiefly entrusted the initiation and evolution of this important enterprise, and he felt his responsibility in the fullest sense. An outline of these plans he laid before this board, which, under the careful formulation of its present able president, have been

put into practicable shape. During the first two months of this session, October and November, General Gibson exerted himself with almost feverish energy in an attempt to secure sufficient land for the location of the University, and he only laid aside the work when summoned away on his last journey. In his dying hours, his anxious mind, and later on his incoherent thoughts, returned again and again to the upbuilding of a great University in New Orleans. He said not long before he died: "I have spent my life in the public service and have done what I could, but it will all soon be forgotten. Will my work for Tulane University be remembered longer?" I think it will. The benefactors of education reap no rich rewards in present wealth or fame or public gratitude. Their gifts are accepted by the public as a matter of right. But the Teacher's Guild is a corporation that never dies, and, as it has little else to give except the widow's mite of gratitude, it pays its dues faithfully, so that the benefactor's memory is kept green, when the ashes of the great and powerful have mouldered into dust. One would think that the heroic leader of Louisiana troops fighting for their rights, the wise statesman who helped so ably to recover the liberties of the State, the father of the Mississippi River Improvement, the guardian in Congress of every right and the protector of every interest of the Commonwealth, would receive from a grateful people some noble memorial of his services. I have no reason to think that he expected it. With his clear insight into human nature I feel sure he did not expect posthumous gratitude, which is too often the mere echo of the blatant vanity of interested survivors. But there is one place where Randall Gibson's memory will be cherished, and that is Tulane University, for we know what he did for us. Paul Tulane made the University possible, but Randall Gibson gave it form and vitality; and his name will be joined with Mr. Tulane's in perpetual remembrance in its halls.

In making this acknowledgment of the worth of our departed friend, I must not be supposed to derogate from the unselfish labors of the members of the Board, who have freely given, without even the prospect or possibility of personal benefit,

their time and toil to the interests of the University. Few know, none can know so well as myself, how very heavy is the task imposed upon some of them and how great is the service they render. I can truly say that there are modest gentlemen on the Tulane Board who have never claimed credit for what they have done, without whose counsel and business ability and devotion to the interests of the institution, our success would have been impossible. Personally, I owe them many thanks for generous and considerate treatment and for strengthening my hands in my special duties.

Every department of the University has increased in attendance of students except the High School, in which this year we have had 185, against 191 last year, a loss of 6. But the total attendance in all departments is this year 1415, against 1284 last year, an increase of 131. In the University proper and College the attendance was 153, against 118 last year, the greatest increase being in the upper classes.

Our libraries are doing good work. The total number of volumes contained in them is about 28,000, of which 4016 have been added during the past year, 2659 by purchase and 1357 by donation. The most important of these gifts was that of Mrs. Norma Conrad, of 971 volumes, the library of her late husband, Mr. Charles A. Conrad. The books in our library are there for use, and the Free Reading Room extends a welcome to all who seek its precincts.

The chief addition to the Museum has been some excellent historical portraits of distinguished citizens. The people of New Orleans are hardly aware of the resources of our general Museum or of its Art annex, or they would avail themselves of its advantages more freely. It is open daily without charge, and an intelligent attendant gives the fullest information to all desiring it.

I have already mentioned the Medical Department; the department next in seniority is the Law Department. The ability and eminence of its Faculty in the present and its prestige in the past secure it in this community all the consideration to be desired. Its recent growth and expansion have for



some years been entirely satisfactory, though it is to be hoped the future has much more in store for it. Eight years ago it had twelve students and three professors; now its usual contingent is about sixty students, taught by five professors. The number of Louisiana students is limited by the needs of the bar, and I presume we have here all the earnest students who intend to practise law in this State. But students of the Tulane Law School should not be restricted to those who intend to remain in Louisiana. We have in Louisiana a system of jurisprudence, based on the civil law and different from that which prevails elsewhere in the United States, though its influence is deeply marked wherever French or Spanish domination has once obtained, as in Alabama, Florida, Texas, Arkansas, Missouri, and California. This system rests upon the rational foundation of general principles settled in a civilized age and readjusted to modern conceptions in the Code Napoleon. The common law of England has been adopted as law by the other States of the Union, leaving out Louisiana, except in so far as it had been modified by statute. But this common law originated in the customs and codes of the barbarians, and grew into a most artificial system through the most diverse and contradictory influences. In this country, with more than forty legislatures at work to fit it to local needs and transient conditions, the boldest and most illogical changes have been introduced into it. Hence the student who masters the common law of England is a very long way off from either the statutes or practice of his State, and the same might be said if he were in Great Britain itself to-day, seeking admission to the bar. In New York the divergence was begun nearly fifty years ago, and the other States have been breaking away from the fold ever since. During all this time and for many centuries previous, the chief modifying influence has been the spirit of the civil law, acting sometimes directly, but generally under the guise of what is called equity.

Now, then, let us suppose that a student who intends to practise law in any of those common law States desires a philosophical basis for his knowledge, a digest of principles to



refer to and fall back upon in the discussion of the new questions that are continually arising: where will he find it? Certainly not in the statutes of his State, or in the decisions which cumber the wagon train of law reports that follows the courts in their annual progress. He can only learn to look at the law as a philosophical system by studying it as a science of comparative jurisprudence. He must look at any code under which he is to practise from the outside, from the point of view of another and, if possible, a more philosophical body of law. Hence, if a young man wishes to be a great lawyer anywhere in the United States, he can not do better than learn the Civil Law as it exists and is practised in Louisiana, and as it is taught in Tulane University—and *nowhere else*. In any other State such instruction must be merely *dilettante*. But here the lawyers speak its language, breathe its atmosphere, and are saturated through daily use with its precedents and the principles which determine them. Hence, if students from other States would know the civil law, and they ought to, they should repair to the Tulane Law School to get what they want and what can be had nowhere else.

I will not repeat the Commencement of yesterday, and tell what the H. Sophie Newcomb Memorial College is achieving. Go look at its beautiful grounds, its spreading live oaks, camphor trees and magnolias, its amply equipped laboratories, its stately College, its commodious annex just coming to completion and containing the Art Room, Academy and Gymnasium. Consult its catalogue of students, mastering the higher mathematics, the upper reaches of Greek and Latin philology and literature, the modern languages in their purity of accent as well as in their best literary forms, philosophical history and the profoundest aspects of modern psychology. Half a dozen years ago this would have been treated as an idle dream in New Orleans, but it is realized to-day, and I trust that the time is not far distant when the womanhood of this city will be as signally marked by its intellectuality as it is now by every feminine charm and every grace that adorns the sex. I beg you, my friends, that in your prayers and benedictions you will

not forget the gracious and modest lady who has conferred this great benefaction upon our people.

I come now to the academic side of this University whose Commencement we meet to celebrate. Since this time last year a great stride forward has been taken. The plan of development of the University has been definitely settled. The great University dreamed of by Mr. Tulane and projected in our legislative charter, which was ratified by constitutional amendment, has taken final shape. Its germinal plan has opened up along lines which will be followed in all its future career. Its instruction will be grouped into a College of Arts and Sciences and a College of Technology, and, it may be, hereafter, into other similar colleges. The proper instruction of the University will be enlarged, encouraged and developed. Every advantage will be given to well prepared students seeking the highest education here. There is a multitude of good institutions doing excellent teaching in the South. But it is our purpose to have here the best, and to give to those who really seek it a complete training and equipment for the higher works of the technical professions and that evolution which results in culture and the right and the power to live the intellectual life. We wish it distinctly understood that while we are training in our College a splendid body of young men, it is to the University proper—the Department of Philosophy and Science—with its post graduate students, that we must look for the highest results. *There* are to be found those students who are wearing off the fine edge of youth in the most profound and exacting tasks and investigations. They are those who know how to wait, who have the reserve power to see others step to the front and pluck the early rose of success, and yet still endure the weary vigil, the grinding task, the hope deferred. They are the athletes of thought. When they are graduated, we truly call them Masters. The word has a meaning to it.

Our progress has been very encouraging in the past year. The number of our College students has increased 22 per cent., while our University students have more than doubled. Of course, this is due in part to the liberality of the University

authorities, who have greatly favored such students. Next year our Board offers to University students, graduates of our own and other institutions, fifteen scholarships, covering free tuition and an honorarium of \$150 each; such students to be selected for merit.

And here I may commend this fact to those grumblers who complain of this State institution, as if it were a parasite in the community. Here we have \$2250 in actual money paid out for the support of the very best class of students, those who have won their way almost within grasp of the topmost round of the ladder. Then we are teaching this year on free scholarships 145 pupils, whose tuition at current rates would amount to \$11,600. I make no account of the instruction to more than 400 students in the Free Drawing Classes this year; the total number of these for the past eight years being over 3000. And we surrendered to the State a constitutional appropriation of \$10,000 per annum.

But we are making material progress as well as educational advancement. We are taking steps to remove in the immediate future to a more suitable location, with appointments better fitted to our work and outlook; but with all this you have been made fully acquainted through the public press. We hope for great benefits to the University from this change. More commodious and beautiful buildings, adapted to the latest requirements in teaching, thoroughly equipped laboratories, extensive workshops, a fine gymnasium and ample playgrounds, a spacious campus and all else that is necessary for the comfort and development of the students will be provided.

With all these advantages it is not strange then that the zeal of the faculty and students has arisen to the pitch of enthusiasm, and that all friends of the University look forward with hope to this dawn of a new era. Since its inauguration in this city nine years ago Tulane University has been an element in every great measure of progress and reform. Disinterested persons have asserted that it is the nucleus around which has crystallized most of the best scholarly effort of the city. I am willing to claim much less, but, though its influence

is often indirect and little appreciated, it is impossible for over half a hundred earnest workers in any given direction not to effect considerable results. Remember that whatever the sum total of these results may be, whether great or small, they are in the right direction and for the enlightenment of mankind and the elevation of our civic life.

I have detained this audience longer than I desired, but on such an occasion as this you are presumed to come in order to learn what the University is doing. I have given you a plain, business statement, which will make clear our present condition, and satisfy, I hope, all friends of the University, and I now gladly surrender my place to speakers whose younger voices will fall on sympathetic ears, as, indeed, they should; for this is really their occasion—the Commencement for them of earnest, manly life.



RESOLUTIONS AND ADDRESS  
TO  
SCHOOL OFFICERS AND TEACHERS,  
ADOPTED BY THE  
BOARD OF ADMINISTRATORS OF TULANE EDUCATIONAL  
FUND, MAY, 1893.

---

In view of the fact that the amendment of the State Constitution creating Tulane University gives to the Board of Administrators such "powers as may be necessary to develop, control, foster and maintain it as a great University in the city of New Orleans," the Administrators have determined upon carrying forward their plan of organization and developing its germinal features into permanent form.

The following resolutions reported by the Committee on Education and adopted by the Board of Administrators embody the dominant principles and plan of reorganization proposed by the late President Gibson:

1. The Constitutional contract between the State and this Board of Administrators emphasizes, as its main purpose and object, the duty of this Board to "create and develop a great University in the city of New Orleans;" and in accordance therewith, as well as with the known wishes of Paul Tulane, this Board now recognizes and announces the creation and development of such an University as the proper field and object of its future action.

2. High School instruction is not embraced within the function of an University, and the Tulane High School, which, up to this time, has rendered necessary and invaluable service, should now be discontinued, and, accordingly, the Board announces that the same will be discontinued after the end of

the ensuing session thereof terminating in June, 1894. After the present session no students will be admitted below the Intermediate grade. Scholarships thereafter granted under the law or by this Board will not entitle the holders to admission below the Intermediate grade. Provision should be made to complete the High School instruction of all students on the rolls in June, 1894, who shall then have successfully passed examination for admission to the Sub-Freshman Class.

3. In the meantime the President of the University is requested to devote his attention to the consideration of the best means to secure the establishment of High Schools, public and private, in different parts of the city and State, having competent teachers and a uniform course of studies, selected and adapted to prepare students for admission to the colleges of the University; and to formulate and recommend to the Board such plan for encouraging such High Schools and Academies as, after examination, he concludes will be most effective.

4. The University shall comprise the following Colleges, viz.: (1) a College of Medicine; (2) a College of Law; (3) a College for the Higher Education of Women; (4) a College of Arts and Sciences; (5) a College of Technology; and such other colleges as may hereafter be established. The first three colleges above named shall consist of the existing Medical Department, the Law Department, and the H. Sophie Newcomb College; and, while the Board reserves their existing organizations as subjects for future consideration and action, it is not deemed advisable, for the present, to interfere with them.

5. The present system of instruction and organization of Tulane College shall continue until the end of the session of 1893-94, subject to such modifications as may be deemed proper to prepare the way for the transition to the system provided in the following resolutions.

6. There shall be established, to take effect at the commencement of the session of 1894-95, two distinct colleges, viz.: 1. A College of Arts and Sciences, devoted specially to training in the studies appropriate to a liberal education and generally within the Classical, Literary and Scientific course

now in force in Tulane College. 2. A College of Technology, devoted specially to training in the application of science to the mechanical and other arts, and, generally, in the studies now embraced within the existing engineering course, and in others similar and cognate. Each of these colleges shall have a separate faculty and organization, and shall pursue courses of study to be prescribed by the combined Faculty of the two colleges and the University Faculty proper. Until otherwise ordained the President of the University shall be, *ex officio*, a member and the President of the Faculty of each of said colleges. The same person may be a member of each Faculty, and the students of both colleges may be grouped in common classes for instruction required in both courses, but, as rapidly as means admit and number of students requires, the distinctness of the two colleges shall be progressively increased.

7. There shall be also a University Faculty proper, over which the President of the University shall preside, composed of members, who may also belong to the College Faculties, engaged in post graduate instruction which shall furnish instruction to graduates of the colleges and of other institutions of like grade, in advanced courses to be prescribed by said University Faculty.

8. Steps shall be at once taken to provide necessary and proper buildings and improvements on the grounds opposite Audubon Park, to which the Academical Departments of the University should remove as soon as completed, and not later than the beginning of the session of 1894-95.

Pursuant to action of the Board of Administrators at a meeting held April 10, 1893, the following address was adopted and ordered to be printed for general circulation:

ADDRESS  
OF THE  
ADMINISTRATORS OF THE TULANE EDUCATIONAL FUND  
TO THE  
PUBLIC SCHOOL AUTHORITIES, THE TEACHERS AND THE PEOPLE  
OF THE STATE OF LOUISIANA.

As will appear by the report and resolutions published herewith, this Board has resolved to discontinue the High School teaching which the educational conditions of our State imposed as a necessity heretofore, and to devote its means and efforts exclusively to the task of developing the higher education of our people.

We now propose to confine ourselves to the purpose expressed in our constitutional charter, which is to "establish and maintain a great University in the city of New Orleans."

A complete system of education in any State involves at least four grades of schools, viz.: (1) Primary or Elementary Schools; (2) High Schools or Academies; (3) Colleges, conferring degrees certifying the essentials of a liberal education; (4) the University, conducting courses of the highest education in special branches.

These various grades should be adapted to each other in such manner that each lower grade should prepare for the next higher, so that the student passes naturally and properly prepared from the Primary to the High School, from the High School or Academy to the College, from the College to the University.

At this day, it is an accepted truism that the State should assume the function of furnishing to its citizens the two first grades of instruction, as being the least required to fit them for any intelligent performance of the duties of citizenship, and therefore essential to the welfare of the State. Our public school system will be lamentably deficient until it shall establish not only Primary Schools, but Central High Schools, and we have established a standard of admission to our colleges not beyond the proper grade of high school instruction. The



numerous free scholarships (one hundred and seventy-one) granted in our Colleges and University make it very desirable that the courses of instruction pursued in our Public High Schools should be specially adapted to prepare for those colleges, because the opportunity of free education from the Primary through the University is thus secured to many of the ambitious youth of the State.

We, therefore, desire to impress upon the Public School authorities and the people the importance of establishing Public High Schools at central points throughout the State, and especially of adopting therein courses of study devised and adequate to prepare students for admission to the Colleges of the University, as is already done to a great extent by the excellent Public High Schools of New Orleans.

We have already in New Orleans several private High Schools and Academies, in addition to the City High School, which have adopted, substantially, a standard of instruction sufficiently high to prepare students for our colleges. The abolition of our High School will materially add to the prosperity of these academies, and will, doubtless, cause the establishment of others.

We trust that private High Schools of equal grade will soon be established at numerous points in the State on the basis already indicated.

This Board is anxious to encourage, in every way, the establishment of Public and Private High Schools and Academies, which shall act as feeders to the University.

To that end we have adopted the following measures, viz.:

1. That if any Public or Private High School or Academy in the State shall furnish to the President of the University satisfactory proof (1) that it has adopted the curriculum of studies recommended by him or its equivalent; (2) that it has a corps of teachers competent for instruction therein; (3) that it has enforced an adequate standard of examinations, the President is hereby authorized to accept the certificate of the principal of such school that the student has followed the course and passed successfully the required examinations, as

entitling such student to admission to the appropriate college course without further preliminary examination; provided, that this shall not take effect until after said school shall have furnished one or more students who have successfully passed the ordinary entrance examination, and provided, further, that if, on trial, the students from such school shall prove to be insufficiently prepared, this privilege shall be promptly withdrawn from such school.

2. That two scholarships with free tuition and a single honorarium of \$150 each be offered for competition between students of the Public High Schools and Private Academies in each congressional district of the State, one to be granted to that student who passes the best entrance examination to the Freshman Class of the College of Arts and Sciences, and the other to that student who passes the best entrance examination to the Freshman Class of the College of Technology; provided, that said students shall satisfy the president of their *bona fide* intention to remain through the college course.

3. That two similar scholarships with like honorarium be offered for competition between students entering from other States than Louisiana.

4. That a honorarium of \$150 be granted in the Sophomore Class to each of the three matriculated students who pass the best examination at the Freshman Finals in the College of Arts and Sciences, and to each of the three who shall pass the best examination at the Freshman Finals in the College of Technology; a like honorarium in the Junior Class to each of the three who pass the best examination at the Sophomore Finals in the College of Arts and Sciences, and to each of the three who pass best in the College of Technology; and a like honorarium in the Senior Class to each of the three who pass the best examination at the Junior Finals in the College of Arts and Sciences and in the College of Technology, respectively; provided, that these measures shall not take effect until the beginning of the collegiate year of 1894-95, and provided, further, that such honoraria shall be paid in such instal-

ments in the course of the session as the Board may deem advisable.

The Board may hereafter propose other means of aiding and encouraging the establishment of proper High Schools.

Scholarships and Honoraria can not, at present, be granted in the College for Women; but attention is called to the advantages of higher education offered in that institution, and the same considerations apply as inducements to adjust preparatory schools so as to fit girls for entrance therein. Two free scholarships have already been established by endowment by generous citizens, and it is hoped this number may be increased.

If the public authorities and people of the State will perform their duty in providing the means of preparatory instruction, the Board pledges its best efforts to establish an institution for the higher education of our youth which will meet all the manifold needs of modern life and civilization.

## COURSES OF STUDY

### RECOMMENDED TO HIGH SCHOOLS AND ACADEMIES.

High Schools are of intermediate grade between the Grammar School and the College. They should qualify for admission to College or give better preparation for entering upon the active duties of life.

The High School should cover three years of earnest work in annual sessions of not less than eight months each.

For admission to the High School pupils should be thirteen years of age, well drilled in reading, writing and spelling in the English language, with a fair knowledge of the rules of grammar and composition, based upon practice in Reed and Kellogg's Graded Lessons, or an equivalent work. They should be familiar with school geography and with the history of the principal events of the United States as far as the Civil War.

In Arithmetic the pupil should be well versed in fundamental operations, finding of factors and multiples, common and decimal fractions, denominate numbers, percentage and its simpler applications to interest, discount, insurance and the like, with ratio and proportion.

English Grammar and Composition and Arithmetic should be regarded as fundamental studies for the qualification of admission.

The following courses of study are recommended to High Schools and Academies as a suitable preparation for the Freshman Class of Tulane College. But, while the order of studies and books indicated are suggested as desirable, they are not treated as obligatory upon the schools and their candidates. Thoroughness of preparation and fullness of information in the subjects set down in the "Conditions of Admission" are the tests of scholarship for entrance into Tulane College.

Since the requirements for admission to the Freshman Class are as light as any College of good standing can permit, it becomes a matter of the first importance that the preparation should be thorough and satisfactory.



In the first year the studies should be the same for all pupils. The following studies are recommended:

1. Arithmetic reviewed and completed and Algebra begun. Text Books: Wentworth's or Wells' Practical Arithmetic. Wentworth's Elements of Algebra; or equivalents.
2. History of the United States. Hansell's, Scudder's, Montgomery's or Johnston's.
3. English Language, Reading, Dictation, Grammar. Patterson's Advanced Grammar or an equivalent.
4. Latin. Collar and Daniel's Beginner's Book, or Gildersleeve's Latin Primer.

#### SECOND YEAR.

1. Wentworth's Plane and Solid Geometry (six books); or an equivalent.
2. English Analysis. Chittenden's Composition. Dictation Exercises.
3. History of Louisiana (for Louisiana pupils). Outlines of General History, Meyers', Barnes', or Swinton's, to Middle Ages.
4. Greek. Beginner's Book, or Greek Primer. One Book of Xenophon. Alternative: Physics; Balfour-Stewart's, or Houston's Elements, with laboratory methods.
5. Latin. Former book completed, followed by Gildersleeve's Reader and Exercise Book, or five Lives of Nepos, with Collar's Exercise Book and one book of Cæsar; or, as an alternative, French. Chardenal's First French Course; Super's French Reader.

#### THIRD YEAR.

1. Original Composition. Dalglish's Analysis. Brooke's Primer of English Literature, and Richardson's Primer of American Literature.
2. History of England. Anderson's.
3. Wentworth's or Wells' Complete Algebra, through quadratic equations.

4. Greek. Hadley and Allen's Grammar. Jones' Greek Prose Composition and Xenophon's Anabasis (three books); or, as an alternative, Elementary Chemistry, Roscoe's Chemistry Primer, or an equivalent, with laboratory methods.
5. Latin. Cæsar (two books) and First Book of Vergil's *Æneid* with a continuation of writing Latin; or, as alternative, French. Chardenal's Second French Course, Larive et Fleury's "*Deuxième Année de Grammaire,*" Reading of Nineteenth Century tales and comedies.

It has been deemed advisable to make no requirement in Drawing of applicants for admission to College. But it will be remembered that it is one of the branches prescribed by the public school authorities of Louisiana, and that the most advanced and enlightened thought on educational matters throughout the United States recognizes it as an efficient agent in education, desirable in all cases as a mode of expression, and in scientific and technical studies as fundamental and absolutely necessary. Hence, it is urgently recommended to such schools as have adequate equipment and means that the instruction should be given by proper methods. The following is a well considered outline of work adapted to the three years of High School study above recommended.

#### FIRST YEAR.

Freehand Drawing from Elementary Forms and from Objects and Plants.

#### SECOND YEAR.

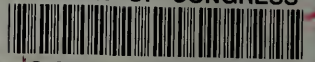
Freehand Drawing from Objects, Plants and Casts of Historical Ornament. Elements of Design. Problems of Plane Geometry. Constructive Drawing.

#### THIRD YEAR.

Freehand and Mechanical Perspective, Projections and Developments of Solids. Design. Constructive Drawing to Scale.



LIBRARY OF CONGRESS



0 028 305 411 1